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ABSTRACT

This compilation of materials and information serves as a step-by-step how-to guide to creating and building a parent cooperative preschool. After brief sections discussing where to begin and how cooperatives originated, contents explore basic considerations in planning, planning for community meetings, and the permanent organizational structure of a cooperative. Functions and responsibilities of permanent committees are described. These include: housing and licensing; membership and enrollment; publicity; incorporation, constitution, bylaws; personnel; finance; insurance; participation; fund-raising; equipment and supplies; educational standards; handbook; communications; hospitality and social activities; parent education; and orientation committees. Guidelines for maintaining operational continuity are listed. Nine appendices provide related materials, such as a credo, a sample enrollment form, a sample budget, an orientation plan, and lists of councils and responsible state and provincial child care agencies in the United States and Canada. (RH)

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to start a co-op

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Parent Cooperative Preschools International

WHAT IS A CO-OPERATIVE PRESCHOOL?

A co-operative preschool is formed by a group of parents who organize to provide their children with a quality preschool experience. The preschool is administered and maintained by the parents on a non-profit, non-sectarian basis. Under the guidance of a qualified teacher, the parents also assist in the classroom and participate in all aspects of the children's activities. The parent education program carried on throughout the year is an original feature of the co-operative preschool. The efforts of parents and their direct involvement during the school day make co-ops a unique experience.

WHAT IS P.C.P.I.?

PARENT CO-OPERATIVE PRESCHOOLS INTERNATIONAL is an international council dedicated to the family and the community. It is non-profit and non-sectarian, with membership open to councils, schools and individuals who are willing to uphold its purposes, which are:

— To strengthen and expand the parent co-operative movement and community appreciation of parent education for adults and preschool education for children.

— To promote desirable standards for the program, practices and conditions in parent co-operative programs and encourage continuing education for parents, teachers and directors.

— To promote interchange of information and help among parent co-operative nursery schools, kindergartens and other parent sponsored preschool programs.

— To co-operate with family living, adult education and early childhood educational organizations in the interest of more effective service relationships with parents of young children.

— To study and promote legislation designed to further the health and well being of children and families.

P.C.P.I., like the co-op schools which form its membership, ultimately depends on the dedication and resourcefulness of people in many areas who give freely of their time and energy so that teaching and learning become shared experiences.

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FORWARD

This "how-to" guide is provided by Parent Cooperative Preschools International (PCPI) as a step-by-step process in creating and building a parent cooperative/parent participation preschool. It is a compilation of materials and information gleaned from the experiences of co-op parents, teachers and schools worldwide. There is no one way, no "right" way to build a co-op preschool, so view what is presented as a guide, as suggestions, a base for your own creativity to be released. The process is interesting, long and often frustrating but incredibly rewarding.

Sample forms are included to prevent your re-inventing the wheel; feel free to copy them. Other resources are listed in the appendix; lists and names of co-op councils are inserted. Call on them, for not only does cooperation flourish in the individual schools but it extends into each co-op council.

PCPI is the only organization in North America designed especially to serve co-op preschools. It is an international council dedicated to strengthening and extending the parent co-op movement and community appreciation of parent education for adults and quality preschool education for children. PCPI promotes standards for the programs, practices and conditions in co-ops and acts as a clearinghouse for the exchange of ideas, information, materials and help among co-ops worldwide.

The people whose thoughts and experience have gone into

this guide are too many to list but thanks to co-op parents and teachers; PCPI Boards of Directors and Advisors (past and present); Becky Allen (Maryland); Beth Stephenson (New York); Heather Siska and Willa Burke (British Columbia); Wynne Wright (Arizona); Jean Scott (Oregon); Marie Abrams, Carol Goodman, Jean Stevenson (Ontario); Carolyn Hawkins (Florida); Mary Koch (Michigan); Barbara Cantor (Maryland) and Katharine Whiteside Taylor, The "Mother" of Parent Co-ops (California).

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WHERE TO BEGIN...

Begin with a small group of interested people -- fathers and mothers, neighbors, community people -- to pool ideas and to evaluate the possibilities of building a parent cooperative preschool in your area. If there is a co-op council nearby (see Appendix 9), invite a member to attend initial planning meetings.

All through the planning and eventual operation of the preschool, keep in mind that work is more easily managed and interest is maintained when each person has a job to do. It is often easier and faster to "do it yourself", but the involvement and cooperation of many will be necessary to build your school.

At your initial meeting, have the group appoint a leader who will keep that job until there is a formal election. There will be many items to discuss, research, consider and decide on, so it is essential to keep accurate records from day one. Appoint someone to serve as secretary/recorder who will take notes and keep them on file.

You will need accurate information, a plan of action which will include target dates and interested and enthusiastic people willing to follow through.

HOW COOPERATIVES BEGAN

The initiators of a cooperative must begin with a basic understanding of what a co-op preschool is and can be, so that they can explain it to others and enlist their cooperation. As they explore, the following questions will emerge.

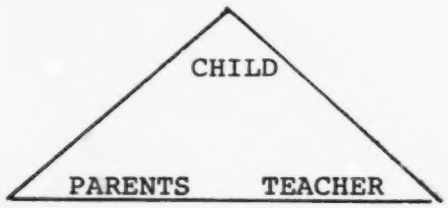
What is a co-op?

A general definition of a cooperative is as follows:

> COOPERATIVE: Marked by cooperation and a willingness to work with others; an enterprise or organization owned by and operated for the benefit of those using its services.

Although it can be called a parent cooperative or parent participation preschool, playschool, nursery, playgroup or early childhood center, a parent co-op is a place where

children, parents and teachers go to school together and learn together. Over the years, the basic philosophy of a co-op has been symbolized in the form of a triangle:



Although that is a basic decription, co-ops vary greatly: they espouse no single educational philosophy other than to provide quality preschool experiences for children; they are organized and administered in no single way; they may serve children anywhere from infants to elementary age, provide day care and serve handicapped children; they may meet outdoors or in a church or a public school or own their own building. They may be informal playgroups or highly supervised centers at universities and other institutions.

However, there are many similarities. Most are privately-owned non-profit membership corporations. Traditionally co-op members are chosen without regard to race, religion, ethnic or national background. Under the guidance of trained and qualified teachers, parents assist in the classrooms and participate in the children's education program. Teachers handle the education aspect of the school. In some instances, parents serve on an administrative board.

No matter how they differ, co-ops share a set of attitudes relating to good education for young children. These attitudes have been present from the beginnings of the co-op movement. Each school is organized to satisfy the needs of all participants in terms of personal growth for adults as well as children, teachers as well as parents. A parent education program carried on throughout the year is an original feature of co-ops. The direct involvement of parents in the classroom during the school day makes co-ops a unique educational endeavor.

The first co-op nursery was founded in 1916 by a group of faculty wives at the University of Chicago to provide social education for their children and parent education for themselves. The Children's Community, organized in Berkeley, California in 1927, by Katharine Whiteside Taylor is still flourishing today.

Dr. Taylor's book, Parents and Children Learn Together* is the bible of the co-op movement.

Over the years, co-ops have expanded worldwide. The next step was the formation of councils of co-op preschools. The first US council was formed in Maryland in 1944, and in 1946, the first Canadian Council in Vancouver, British Columbia so that individual schools could share information and cooperate with one another in ventures ranging from group purchasing to parent education conferences.

After regional conferences, came state (US) and provincial (Canada) councils which in 1960 joined to form Parent Cooperative Preschools International (PCPI) with affiliations in England, New Zealand and other countries.

The co-op preschool movement continues to be a grass-roots creation of the 20th century whose graduates are found in positions of educational and community leadership. The cooperative model served as a resource to the formation of Headstart and other national programs for children. The movement continues to grow internationally, forming a bond among people worldwide.

BASIC CONSIDERATIONS IN PLANNING

Why a Co-op?

The rewards of a cooperative are worth all of the work. If parents are convinced that a quality preschool experience is important for their children, they will be willing to give time and energy toward planning and running a school. They will also receive many unanticipated rewards.

Parents can observe a trained teacher and see how other adults handle different situations involving the interaction of people young and old. They observe and can recognize the differences/sameness of other children the same age as their own. The group dynamics of all concerned are a fascinating learning experience. Parents will be able to use their own skills, and gain a solid feeling of self-worth by being a part of the business of administering the co-op. They will get supportive reassurance from trained, well-informed teachers, other parents and community members.

Children make their first steps into a larger group

*Taylor, Katharine Whiteside, Parents and Children Learn Together, 1968, 1981, Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.

assured by their parents' participation, interest and support. They learn to communicate with and feel secure with adults other than their own parents and relatives. They are in a quality preschool program, enriched by the personal skills, caring, nurturing and material resources of all families participating.

Teachers benefit from the added knowledge of the children's home life and families through close association with parents. They are relieved of time-consuming administrative duties and have help in the classroom each day from interested, caring and responsible adults -- the parents of the children.

The community benefits from the efforts of a group devoted to the growth of children and parents. It gains parent citizens with a heightened awareness of social responsibility, people who realize the value of parents and teachers working together in schools and who recognize quality education. As it grows with the children into public schools and beyond, the co-op family is a comminity asset.

Is There a Need?

Assign one or two persons from your initial group to find out what preschools are already in operation in your area. Are they co-ops? Do they have full enrollment? Are there enough children to support another school? Talk to real estate agents in the community to see if houses are being sold or rented to families with young children. Can you arrange participation in the classroom to accommodate parents who work or have other special needs? Is the community an area with a high mobility rate? A local public school system may be able to supply some of these facts. Of course, if there are already ten or twelve families interested in forming a co-op, you are really on your way!

Contact Other Organizations for Information.

If there is a co-op council or a co-op school not too far away, their help will be valuable. Perhaps the local council has publications detailing licensing requirements for the area or other information that would save you the time of looking for it.

Visit some other preschools and learn how they are set up and operate. Look at the equipment they provide and the space arrangement. Report back to the group and keep a record of ideas.

See if there is a senior citizen organization that might be interested in being associate members, helping in the

classroom in place of working parents, if that will be a need. Little children love to sit on the lap of a "grandma" or "grandpa" and have a story read to them! There are successful inter-generational centers in some communities.

Call or write departments of local and state/provincial governments for preliminary information on licensing, zoning, fire and health regulations, square footage per child of indoor and outdoor space, teacher-accreditation, etc. Once you set up a housing/licensing committee, they can carry it from there.

What Will be the Commitment?

A Co-op demands parent involvement. It is possible that your school eventually could provide a program for 18 to 20 children from one to five days a week, Monday through Friday. This could require a participating parent to carpool once a week and help in the classroom that day, as well as committee meetings, board meetings, parent education programs, working at school to replenish supplies or make equipment or repair items. While the rewards are great, parents must understand that a hefty involvement and commitment will be required.

Your initial group should consider what ages of children to serve. Perhaps the first year you would offer only a three-day-a-week program for three-year-olds. Will you have a part day, three, four, five days a week? Some educators feel that if children attend school on consecutive days rather than Monday, Wednesday and Friday, the separation from home is less of a problem. Some feel that five mornings a week for a three-year-old is just fine. Do some reading; talk to parents in other schools before you decide what you want for the children. Some schools have a co-op program in the morning and extended daycare afternoons with a different teacher and additional fees. These decisions will define the number of teachers needed.

Although it is preferable that parents of the children participate in the classroom, there are many families where both parents work. It may be necessary for you to look at alternative ways of providing classroom assistance. In some schools another parent will substitute for a working parent and watch the child in the afternoon. The working parent pays partial tuition for the caretaker parent's child. Perhaps relatives would participate. This is a decision you will have to look at closely.

Where Will Money Come From?

How can money be obtained as start-up funds to buy equipment, for example. Can your small group get a loan from a bank or even a church willing to sponsor and house the preschool. What are tuition costs at other nearby schools? How

many families do you want to involve at first? Your small group can do some thinking on this prior to the community meeting where you would set up a finance committee.

What Philosophy Will Be Agreed On?

The quality of the program should be paramount and the preschool operated for the benefit of parents and children. In accord with co-op tradition, it should be non-sectarian and non-discriminatory. (See Appendix I for a Credo of Parent Cooperative Preschools International -- the philosophy adopted by PCPI.)

Who Will Do What?

The challenges of shared authority must be clarified early for all. In many schools, parents will employ teachers and then these same "employers" will work in the classroom as assistants to their "employee" -- rather a unique situation! This relationship will require a lot of common sense on both parts.

The teachers should be recognized as the education authorities at all times and the parents must respect this while helping in the classroom. In many schools, parents will be responsible for the business of running the school, and the teacher should respect this. Much of this will be spelled out in the teacher's contract and in the bylaws of the cooperative which will set policies and define roles and responsibilities.

A few more meetings of the initial group will be needed prior to planning a meeting open to more interested families.

ESSENTIALS OF A COOPERATIVE PRESCHOOL

* A well formulated philosophy of education with objectives and purposes to provide a quality preschool experience for children.

* Trained staff to supervise the education program and guide parent learning.

* Adequate premises and equipment to meet the objectives of the program and health and safety requirements.

* A program consistent with the school's objectives, that keeps in mind the needs of the individual child and encourages the growth and understanding of all adults involved.

* Parent education that will promote greater understanding by parents of child development and early childhood education.

* A group of dedicated, enthusiastic parents who have been oriented to the program, equipment, philosophy and classroom.

THE PLANNING WIDENS...

Plan For Community Meetings.

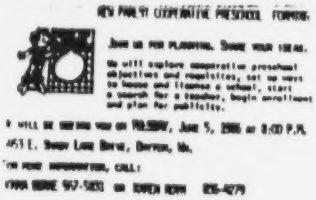
Be positive and assume that you will be building a co-op preschool to serve the community. There is much work to be done. Putting together an efficient and enjoyable meeting is important to get the ball rolling.

All meetings of the co-op should be pre-planned so that they will run smoothly, especially the first meeting, to show that the organizers know what they are talking about.

* Set a time, place, location and date
* Set an agenda
* Publicize the meeting
* Provide a sign-in sheet
* Serve refreshments

When you set the date and time for the first meeting to which you will invite additional parents/prospective members, be aware of other organizations that have regular meeting nights, such as public school groups, so that you will not overlap. If the first Tuesday of the month is traditionally your local elementary school's PTA night, do not hold the meeting then. Holding the meeting in a person's home would make it less formal.

Publicize the meeting by word-of-mouth, by hanging simple posters in grocery stores, libraries, churches and synagogues, doctors' offices and other places frequented by parents of young children. You might try a news release to local papers or put notices in elementary school newsletters. Be sure that the posters carry all important information including time, date, place, what you will be trying to do and at least two phone numbers for further information. Keep the contact people constant if possible. Invite fathers and mothers.



It would be a good idea for the leader and recorder from the initial meetings to continue to serve in those roles. If someone from the nearby co-op council can attend, it is a good

idea.

What follows is a suggested, tentative agenda for the first two community meetings.

Content of first meeting.

Pre-plan (see Appendix II for chairperson's role...)

Agenda items:

1. Have every person introduce themselves and say what ages their children are. Members of the initial organizing group identify themselves.
2. Describe what a co-op preschool is and can be.
3. Describe what benefits will be gained by children, parents, teachers, the community.
4. Discuss the kind of educational program and philosophy.
5. State the need for a preschool in the area based on preliminary research.
6. Discuss steps for setting up a co-op and work already underway.
7. Committee assignments:
   - Housing/licensing
   - Teacher hiring
   - Membership/enrollment
   - Publicity

   Try to get at least a chairman for each.
8. Sign up interested and willing people at the meeting and solicit names of others who might be interested.
9. Set time and place for the next meeting.

Content of second meeting.

Pre-plan

Agenda Items:

1. Introduce all present.
2. Review nature, advantages and responsibilites of a co-op preschool. (PCPI has some hand-outs.)
3. Give an update on work accomplished.
4. Develop a set of goals and target dates.
5. Form committees (Definitions and suggested objectives follow).
6. Make some decisions:
   - Name for the preschool
   - Number and ages of children
   - Number of classes per week
7. Set time and place for the next meeting. Hopefully the teacher will be hired and be present.

Subsequent meetings will have agenda items reflecting the tasks yet to be done. You may not move as quickly as you would like to at the first meetings but don't despair. Groups move at different rates of speed, but the schools that operate the smoothest are those which were well planned. If you cannot open in the Fall, open early the next year for a half a year.

The final organizational meeting might be the time to formally elect officers, plan for parent orientation, assign participation days, organize carpools and set regular monthly meetings.

A final meeting before school opens should be held at the school if possible to familiarize parents with equipment, where things are stored, what has to be put away at the end of the day, where to drop off the carpool, etc.

THE PERMANENT ORGANIZATIONAL STRUCTURE

The "Executive"

In most co-ops, a group known as the "executive" or the "board" is elected by the parents to manage the business operation of the school. This leaves the teachers free to concentrate on the educational philosophy and program. The executive serves the parents and teachers by carrying out administrative duties in accordance with the purposes and bylaws of the group.

A regular schedule of executive meetings helps the operation of the school and promotes a business-like attitude. The teachers should be included at these meetings unless personnel matters relating to the teacher are on the agenda.

Every family, father and/or mother, should have a place on the executive or on a committee with a specific job.

Executive officers generally include a Chairperson (or President); Vice Chairperson; Recording Secretary and Treasurer who conduct business as approved by the Board. The Board would include the teachers and the Chairpersons of each committee, and advisors or consultants from the community.

The Permanent Committees

There is a lot of work to be done in organizing and running the school. Each committee has its own job and set of objectives. Those listed first are the ones to organize as

soon as possible. In the beginning there may not be enough people to cover all of them, so set your priorities until there is full enough membership to cover all aspects of running the co-op.

Housing/licensing. Suitable housing for the co-op preschool can be found in many places: churches, private homes, public schools, recreation centers, community buildings, mobile units, colleges or universities. This committee should first determine the requirements for licensing a building so that time will not be wasted inspecting inadequate places that could not be upgraded to qualify.

Housing should provide adequate space for outdoor as well as indoor play for the number of children to be accommodated. Some recommend at least 35 square feet per child indoors (excluding the space occupied by furniture) and at least 50 square feet per child outdoors as minimal for a quality educational program. Your state, province or local authority may have regulations. Young children have a short attention span and need to move to learn. During the school day, several learning activities should be in progress at the same time; children learn best by "doing". Large storage areas for equipment and supplies will also be needed, along with at least a refrigerator, and certainly bathrooms.

It will save time if the committee develops a brief statement of needs that can be submitted to prospective landlords. It will assist landlords if they must present the request to a board or commission. The statement should include:

* Name of school, type of school and officers in charge
* Principles and goals
* Facilities required -- indoor, outdoor, parking
* Times of children's classes and evening parent meetings
* Qualifications of the educational staff
* Name, address and phone number of contact persons

In the same statement, you may describe inspections required and licensing requirements.

When dealing with churches or other organizations, it will be helpful to state your position on sharing your equipment or theirs: who is responsible for maintenance and damage. Come to an agreement on rent and janitorial services.

Rent should be high enough to cover expenses, but low

enough to allow low income families to join the co-op. Be sure the landlord understands that your preschool is a non-profit organization whose purpose is to provide quality education for children and parents.

Licensing in most areas is handled by local, state and provincial agencies who inspect nursery schools and daycare centers. They may have written guidebooks for starting a new center. You may have to deal with regulations and/or standards applying to any or all of the following:

- zoning
- business license
- safety regulations
  - fire extinguishers
  - smoke alarms
  - fire alarms
  - exits
  - escape plans
- educational standards
  - teacher/pupil ratio
  - indoor space/child ratio
  - outdoor space/child ratio
  - staff qualifications
  - health requirements
- equipment
- parking regulations
- building codes
  - electric
  - plumbing
  - heating
  - capacity
  - access
- health regulations
  - food preparation
  - food storage
  - number of bathrooms
  - lighting
  - ventilation
- transportation

A state or province may have written educational standards (usually minimal) that must be complied with. Most co-ops have educational standards that far exceed any regulations that may be required by legislation.

Although licensing takes time, an interim permit is often issued to permit the school to operate before inspections take place for the program, health, fire, safety, etc.

It may be necessary to alter buildings to make them able to be licensed. Sometimes the landlord will be willing to make the alterations. In other instances, members of the co-op may do the work themselves with permission from the landlord.

Membership/enrollment committee. The work of this committee in the beginning is to recruit families for the co-op. Members must have a good understanding of the nature of involvement necessary and the values and concepts of a co-op. This committee essentially is the public relations committee that "sells" the school to prospective members. The committee will maintain enrollment forms, a waiting list, arrange admission interviews with the teacher and help plan orientation prior to the opening of school. This is a very important committee. The committee will work closely with the publicity group

for advertising the co-op preschool.

See Appendix III for suggested enrollment form and sample parents' agreement.

Publicity. This committee also serves as a public relations group. They plan ways the co-op can present itself to the community through all news media (newspapers, radio, TV, bulletin boards in supermarkets). The group can plan an open house, take pictures of school in session, make and distribute recruitment posters, develop a brochure, etc.

Full enrollment is important. To achieve this, the co-op must be well publicized in the beginning and through the years. Good publicity will educate the public about the value of a co-op preschool. Speakers, donated supplies and equipment are a few of the dividends available to the co-op that is well known in the community. Word-of-mouth publicity doesn't cost anything!

When sending information to a newspaper, for example, be sure to include who, what, when, why, where and how. Follow up a mailed news release with a phone call. Invite reporters to visit the planning meetings and eventually the preschool when it opens. Try to place items in public school staff newsletters, PTA newsletters, church bulletins. In any brochures, flyers, posters, etc., be sure to list contact people and phone numbers.

Keep in mind that although a lot of publicity can be done for little or no cost, occasionally a paid classified or display classified advertisement may bring good results.

Incorporation, constitution, bylaws committee. The primary purpose of incorporation is to relieve parents of personal responsibility should the school get into financial difficulties and to allow the school to enter into legal contracts such as a contract with a teacher, rental lease.

Incorporation may require legal advice and a detailed constitution. If possible this should be handled before the school gets under way. Local small business consultants can help.

Each school should have a constitution and a set of bylaws. These documents set forth what the school stands for, and provides the authority to enforce these standards.

A constitution is a written guideline for the operation of the school and requires a statement of purpose, the official name of the organization, a statement of how to amend the constitution. It should be drawn up by the initiating group,

preferably before the start of school and reviewed annually to make any necessary changes and insure it is understood by all members of the group. It also provides for continuity by maintaining a constant purpose -- a significant consideration since membership in co-ops change from year to year.

Bylaws are a set of regulations under which the organization operates. They set forth:

* Powers, means and times of elections, duties and responsibilities of the Executive, Officers, Advisory Board and Standing Committees
* Contain a statement of how to amend them
* Set policies for participation
* Set out policies for financial matters such as late tuition payment
* Enrollment requirements
* Defines commitments to the cooperative

The nearby co-op council should have samples from other co-op preschools to help you put together a constitution and a set of bylaws. Write to the nearest one if they are too far away to phone.

Personnel committee. Since the teacher/director is the "heart" of the school, the job of selecting the right person is a most important task. The quality of the school's program and cooperation in the classroom will depend largely upon the knowledge and leadership skills of the teacher/director.

This person must be familiar with the needs and development of preschool children and must work well with and understand adults. The teacher often may become a counselor to the parents, arbitrator in cases of disagreement. He or she must also be confident enough in his or her own skills and abilities to withstand having parents helping in the classroom each day.

To advertise for the position, use word-of-mouth. If there is a local teacher association with an early childhood unit, call them. Contact the co-op council to see if they maintain a list. Place notices at local colleges and universities, local child care organizations. When you advertise, in newspapers, on bulletin boards, wherever, be sure that the words "cooperative preschool" appear. Have at least two phone numbers for contacts or, if you prefer, have resumes mailed.

Once you have some interest and response, send out an application form. (See Appendix IV for sample.) Set a deadline for getting applications, which should appear on the form.

Screen the completed applications for early childhood experience and education and qualifications necessary to meet licensing regulations. Review each application with the whole committee. When you have narrowed down the choices and ranked them in some sort of order, set up an interview with each.

Allow at least a half hour for each interview and about 10 to 15 minutes between interviews for discussion while the candidate is still fresh in your mind. Interviewing in a parent's home is less formal, but if you have already leased space, having the prospective teacher there to give suggestions is good. Be sure to allow time for him or her to ask questions.

Again, pre-planning is essential. Have the committee develop a set of questions. Each member of the interview team can ask questions. Make sure, however that each candidate is asked the exact same question, to be fair to all. Be sure to give an opening statement of what a co-op is (if they do not know) and what the responsibilities will be. State salary range and benefits and why your group chose to be a co-op.

Ask the candidate why they are interested in the position. What are their expectations? Will he or she be living in the area indefinitely. Ask specific questions involving difficult situations with children and other adults: How would you handle the child who will not get out of the carpool? What would you do if one mother who works in the classroom seems to avoid and dislike one of the children? Allow time for him or her to answer fully, but keep in mind that all questions will have to be asked during the interview.

Rate each candidate at the end of the interview. When all are completed, you may wish to re-interview the top two or three.

The chairperson should contact the selected candidate. Send a note of thanks to the others interviewed and keep their applications and interview results on file in case you will be hiring another teacher.

A formal contract should be signed to protect the teacher, the school and its officers and make clear what is expected of each party. Negotiations may have to be undertaken if there are clauses in the written contract that the teacher disagrees with. The contract should cover <u>everything</u> you can think of! (See Appendix V. Some councils, especially in Canada, have strict guidelines for hiring qualified teachers.)

As soon as possible, introduce the teacher to the Board and have him or her jump right in to help buy equipment,

arrange the classrooms, begin to plan an orientation and to develop the educational program.

At first, you will probably hire only one teacher. As the school expands, you will need more than one and, in order to clarify roles, one teacher may be appointed supervisor/director. This person would have the added responsibility of supervising the other teachers, but still enlisting their cooperation in running the educational program. A higher salary would be in order.

In parent-participation schools, a director or teacher/director takes over the day-to-day administration of a school with the help of a parent-advisory board.

It is recommended that the Secretary maintain a personnel file for each employee which would include their application form, contract, reference letters, health form and yearly evaluation.

Financial Committee

The financial committee, along with the treasurer, will have many tasks initially, but if financial policies and procedures are well thought out and planned the job will be easier in successive years. A sound financial structure is essential.

This group should look into tax regulations and apply for non-profit status. State, provincial and national governmental tax departments will have the proper information for your group to file.

Early tasks include formulating a budget, setting up a simple set of books, based on consistent bookkeeping methods, and establishing tuition fees based on budgeted expenditures.

The budget is determined by estimating the total expenses for the year and balancing them with the total projected income. A contingency allowance of about 10% of the total budget should be included over and above the expected expenses to take care of a possible enrollment drop or to repair or replace major pieces of equipment.

Budget expenditures will determine the tuition fees, for example, if the budget's total expenditures are estimated to be $8800.00 for the year, you might project income this way:

16 three-year-olds @ $25/month x 10 months = 4000

16 four-year-olds @ $25/month x 10 months = 4320

Enrollment/registration fees 32 x $15 = 480

$ 8800

If enrollment is not as anticipated, certain items in the expenditure column will have to be reduced.

One of the primary purposes of a budget is to serve as a guide for the growth and improvement of the school. It should allow for the planned acquisition of equipment and annual salary increases.

It is recommended that a co-op preschool maintain an operating reserve of 1 1/2 times the average monthly income to pay bills while the tuition fees are coming in. If enough cash is not carried on from one year to the next, an easy way to have money to start the year is to ask for both the September and June tuition fees at the beginning of the year.

For the new school to start off with some money -- at least enough to open a bank account -- collect a $10-15 enrollment/registration fee at the time the application is approved. Later, sources of funds can be explored, such as a bank loan to purchase equipment, fundraising drives for specific purposes, or donations of money, food or supplies.

A word about financial policies is relevant. Written financial policies are important for consistency and fairness. The registration/enrollment fee should be paid annually at the time of registration, per child or family. Such fees could be refundable if the child is withdrawn from the school at least one month prior to the opening of school. A purpose of such a fee, in addition to having "start-up" money, is to signify the good faith of the families in the co-op. (See Appendix VI for a sample budget.)

The tuition fees should be collected by a certain date and a late fee assessed. This is income that would not be collecting interest for the co-op, so the late charge can attempt to make up some of the lost interest and serve as a deterrent for late payments. Some provision should be made for families with more than one child in the school, perhaps a slightly reduced fee for the second child.

Another category of membership might be associate members. Although they would have no child in the program, associate families could be those with infants who want to

get into the co-op early on. They would then have preferential treatment when they are ready to enroll their child, would receive notices of meetings, newsletters and announcements of activities. The associate members, however, would not have voting power. Grandparents, local businesses or past members of the group could fall into this category.

Long-range planning should enable each parent group to pass on to a succeeding group an accumulated reserve to finance the start up of the following year and to provide for emergencies. This fund should not be excessive and may have to be held within limits that apply to non-profit corporations. When the amount is sufficient, it could be used for subsidizing families who cannot afford full tuition.

Insurance Committee. Some of the licensing requirements will include insurance for the co-op. Groups will operate under differing conditions and therefore insurance may need to be tailored to individual operations. Some councils offer group insurance. Types usually to consider include:

* Tenant's liability: for possible damage to the rented property

* Owner's liability: for possible damage to the equipment owned by the school.

* School liability: to cover accidents during school for children and visitors.

* Employer's liability: would cover injury to the teacher and assisting parent while on duty.

* Bonding: for the treasurer

* Fire and theft

* Unemployment compensation: may be covered by the state or province, but the co-op may have to pay into a fund.

* Medical and Accident: for children and employees.(Inexpensive insurance is available in the US with PCPI membership.

Participation Committee. This group will have a job that needs critical organization skills. They will schedule who will participate in the classroom and when. They would consult with the teacher to see how many parent assistants they would need per day and what the duties would be. The group would also be responsible for helping with orienting new parents to the school and all parents just prior to opening. A list of possible substitute assistants would be maintained in the

event a regularly scheduled parent could not work her day.

Very often carpools will be necessary to transport the children from home to school. The participation committee would help arrange the carpool routes, procedures for dropping off the children safely and setting up meetings of individual carpools before school starts so that the children would not be getting into a strange car with a strange adult driving on the first days of school.

Insurance for drivers of carpools is important and the parents should sign a form listing their insurance company and the count of liability and other pertinent insurance that they carry.

Fundraising Committee. Although it should not be budgeted as guaranteed income, fund raisers are usually needed to purchase large pieces of equipment. If fund raising seems to be a fun and easy income producer, it can be planned to keep fees at a reasonable level or provide an emergency fund. Income from this should never be counted on to cover basic expenses like salaries, rent or supplies.

Let your imagination run when planning fund raisers. They can range from a bake sale at an area supermarket to an auction of services and goods provided by co-op members.

Equipment and Supplies Committee. Since preschool children learn through the interaction and stimulation of play, a rich variety of equipment is necessary.

Working under the supervision of the teacher, an equipment list should be formulated. Some groups have found it useful to have a meeting of the whole membership to discuss this and circulate the list of needed equipment. Members skilled in carpentry and painting can help as can relatives and community members. Initial equipment might be bought second-hand. Small items like puzzles and games might be donated. Good equipment is expensive since it should be of the best quality to withstand wear.

Visit other preschools to see what equipment they have and how space is arranged before making decisions. Conferences on early childhood usually have equipment displays and many suppliers have catalogues they will send that will give you ideas and suggestions.

Provide sturdy, basic equipment and plan for variety in use. Have floor blocks, sand and water, climbing apparatus, books, wagons, small manipulative toys and games, dress-ups, and a record player.

Possibly larger pieces of equipment, such as for the playground, mats, film projector, may need to be budgeted for and amortized over several years unless donations are received or a fund raiser planned.

There are books on creative uses of "junk". It is amazing what can be done with fabric scraps, egg cartons, bleach bottles, glass jars, plastic containers and the like. Shop around for sales, bulk rate buying of supplies. Ask about school discounts in stores and check if the area co-op council has any group buying. Some councils have agreements with their local public school system to buy paper and art supplies from their vendors.

The following are other sources to explore for equipment and supplies:

* Lumber yards will sometimes give materials free or at reduced costs but have something specific in mind before approaching them, such as plywood for tables and cupboards, lumber scraps for hammering nails at the "work bench".

* Want ads in local papers for specific items.

* Neighborhood donations and garage/yard sales.

* Cycle shops for trikes and wagons. Those built especially for school use last longer and perform better, so donated tricycles should be considered only for interim use.

* Second hand and used furniture stores for bookcases, dress-ups, table toys, puzzles.

* Local Newspapers often have roll ends of newsprint.

* Banks or Computer Centers may have paper.

* Tire Shops or Service Stations for inner tubes or tires, hoses, large plastic containers.

* Print shops have paper scraps in different shapes and colors, ends of reams, cardboard.

* Co-op Councils sometimes have equipment lending programs for new schools and newsletters advertising needs and swap meets or exchanges.

The committee, cooperating with the housing committee, should investigate the possibility of sharing large equipment with the church or recreation center that will house the school.

Another role of this group is to schedule work sessions at the school for clean-up, painting, repairs or building new equipment. Having a "family day" at the school will give parents an opportunity to meet one another while working together rather than sitting at a meeting.

Throughout the year, the equipment should be checked to see that it is wearing well, if puzzle pieces are missing and so on.

Educational Standards Committee. The soul of the school is the quality of the educational program, so a written statement of the beliefs and intentions of the co-op is necessary to keep the initiating group and successive groups of parents unified with a purpose.

Such a statement may be general in nature, is useful in orienting parents and staff and can be used by the publicity committee to educate the community about your co-op.

The standards should address attendance, type of education to be offered, discipline and the extension of child education experience through parent participation in the classroom. The teacher should be the main source of ideas.

Handbook Committee. Once school is underway, a committee could put together a handbook for all participants which would include the educational standards, participation requirements, financial policies, a statement of what a co-op is and can do and include the constitution and bylaws.

The handbook is a good tool for continuity since the parent group changes from year-to-year. Policies, rules and requirements would not have to be changed each year and each participant would know exactly what was expected.

Communications Committee. This group would differ from the publicity committee in that they would handle internal communications and publicity. They would be responsible for maintaining a calendar of events, such as meetings, field trips, holidays and advertising it to the rest of the school. Initially this can be done by hand-printed notices on the school's bulletin board, or flyers sent home with the children.

If there is enough money for printing/reproduction the group can put together a newsletter. It need not be fancy or typeset and can be hand printed, just so long as the messages are communicated clearly. The newsletter can serve as an ideas exchange, a place to share recipes and can have a "teachers' column" with information on early childhood education and development as well as anecdotes from the

classroom. Parents love to read about what their children do and say on the days when they are not present to observe.

The newsletter can also be circulated in the community, to PTA at elementary schools and any other organization. Copies could go to prospective members to give them an idea of what goes on monthly. Your co-op council will be able to send you samples of newsletters from other co-ops.

Hospitality/Social Committee. Having refreshments at meetings helps keep them informal and makes participants feel welcome. This committee would take care of enlisting people to bake or bring supplies. They also plan open houses to advertise the school, parties or family picnics. They too can solicit donations from area businesses. A bakery could contribute a cake and then be given a "plug" thanking them in the next newsletter and at the meeting.

Parent Education Committee. A key aspect of co-op preschools that makes it different from other preschools is the planned parent education program. Major goals would be for parents to learn more about child development and for they themselves to share their talents and resources with one-another.

This committee will be responsible for speakers, panel discussions and programs at monthly membership meetings. Of course, the teacher would be the first choice for a speaker, but others can be brought in to talk about everything from death and divorce and the effect on children, to selecting toys and books for children's gifts. The ideas are unlimited.

Other than formal meetings the group could hang interesting articles on the bulletin board or provide them for the newsletter. They can research films, have book reviews assigned to different parents who would report back at general meetings, set up observations at other schools for parents who would then share their impressions.

A parent library should be set up. In the beginning, books can be donated or even borrowed from the local public library. Add magazine subscriptions, free publications from insurance companies, local health departments. The first book to buy is a copy of Katharine Whiteside Taylor's Parents and Children Learn Together (1981, Teachers College Press, New York, NY). PCPI publishes an excellent annotated bibliography of publications available from many sources including co-op councils from around the world.

Continue to reinforce the importance of the parent education component of the co-op. Involve parents as discussion leaders; use a questionnaire to evaluate meetings and in the beginning of the year, find out what the school's

participants want to learn.

Orientation Committee. Although the objectives of this group may be handled by other committees, if there are enough workers, a separate orientation committee can be formed. Their responsibilities will include a formal plan to orient parents before school starts and during the year to orient any new participants entering the school.

This will prepare families for what to expect when they actually walk into the classroom for the first time to assist the teacher. They will be familiar with the daily routine, know where items such as the first aid box are, and help to insure the feeling of cooperation needed in the school.

Appendix VII is a plan and actual schedule for orienting parents and children. It is especially detailed to let you see all that should be covered.

Other Committees. Other committees may be added as needed. Once the teacher is hired, that committee's responsibilities are over and the workers can be used elsewhere. Committees of one person, the chairperson, should be avoided if possible. The "I can do it myself faster" attitude will not foster cooperation, and every parent in the school should feel needed and be willing to participate in the administration of the school.

School Begins...

The day has arrived for the first class to begin. You have a set-up classroom, a trained teacher, the school is fully licensed and inspected, there is full enrollment, committees have all carried out their tasks, carpools and participation schedules are ready to go, and parents and children have been oriented for what to expect.

The teacher stands at the door to welcome the children and the parent assistants. Some children may be crying; some securely hanging onto their mother's hand, happy to know she will stay today. Everyone knows where the box of tissues is and what to do next.

It has been lots of work, has taken a lot of time, and energy and cooperation, but it is worth it to say, "I participate in a cooperative preschool, I am an integral part of a group and I will share in my child's preschool experience and grow with him."

MAINTAINING CONTINUITY

* Have a full statement of purpose and a set of bylaws, rules, regulations and policies as the basis for continuing operation.

* Maintain a complete record of past operation, minutes of meetings, history, a log book with pictures.

* Through adequate salary and good education program, retain the qualified staff, whose strength and ability will become the core of a healthy school.

* Form an advisory group whose members serve for more than a year and will view the program with long-range goals in mind. Former members of the co-op are excellent members of this committee.

* Orient all participants -- parents, teachers, children -- carefully to the organization, structure and routines of the school.

* Hold an annual meeting, as required in your bylaws, and have members of the former and new executive participate. Require written annual reports from all officers and committees to be passed on to those taking over.

* At the end of the year, evaluate what you have accomplished and plan new goals for the coming year. Involve all members of the co-op.

* Maintain, through enrollment and publicity committees an ongoing campaign for good public relations and community education of what your co-op is and what it is providing for parents, children, teachers and the larger community.

* Maintain an active membership in the local and regional PCPI council. Attend their conferences, purchase their publications. Be aware of the worldwide movement you are a part of.

A P P E N D I X E S

APPENDIX I

CREDO

OF PARENT COOPERATIVE PRESCHOOLS INTERNATIONAL

Children are off to a good start in life if they begin with basic trust in people and things around them.

WE BELIEVE that the parent cooperative nursery is an especially good environment for the young child because it is created and maintained by people who trust one another.

WE BELIEVE that a good cooperative nursery begins with VALUES FOR THE CHILDREN inherent in good nurseries everywhere.

1. Opportunities for children to develop their own sense of time and space in a world geared protectively to child dimensions.

2. Opportunities for children to discover their physical satisfactions and limits, and to develop new skills in using their bodies.

3. Opportunities for children to think creatively, through experiences and materials which encourage perceiving with all of their senses, seeking the predictable and controllable, wondering about the mysterious and constantly re-creating in words and symbols of their own.

4. Opportunities for children to learn about emotions, to identify positive and negative emotions as universal; to discover ways of releasing, controlling or using their own emotions without hurting themselves or others; to empathize with others in joy, sorrow or achievement; to trust affection from parents, teachers, friends, as a firm support in bearing frustration, in overcoming failure and in winning approval.

5. Opportunities for each child to know different people, other children his or her own age and size, who have similar fears, misconceptions, curiosities and pleasures and with whom they can counterbalance more fairly the rights of others with their own, and so begin to understand the interdependence of people and the need for cooperation; the teacher, that "new friend" who wins trust from all, and who makes each child feel she understands everything in "his or her world" from spacemen and sputniks to frogs and babies, their feelings and their homes; parents other than

the children's own, who give them new experiences or comfort, wisdom and appreciation of the world.

WE BELIEVE that the values of preschool education are uniquely vital in a parent cooperative because of the special VALUES FOR THE PARENTS:

1. New appreciation of their own children as separate persons, as they observe them learning to see and feel for themselves, to think and act on their own, to find their own ways of relating to people.

2. New insight into their task as parents, in making their children feel unconditionally accepted and loved, as the teacher accepts each child's parents to be co-workers in the dual educational task:

   * to support the children in developing their own talents and interests, and in gaining confidence in themselves;

   * to groom them emotionally and socially for living comfortably with other people.

3. New understanding of the patterns of growth for all children; for the children of three who begin to think for themselves by talking as they work, by conversing with other children, by questioning adults; for the children of four who struggle to handle feelings, to test powers and limits; the children turning five who are becoming socially balanced, happier with group living.

4. Mutual respect and comradeship between parent and teacher, the parents learning about all children, the teacher about the special child of each.

5. Growth in leadership and group membership, learning to listen more alertly, to take risks, to express differences openly and so allow the group to accept responsibility for the group "good".

6. Opportunities for parents, through cooperative service, to keep their families in good rapport as the children grow and their interests expand.

7. Opportunities for families, through cooperative service to keep close to each other and to fulfill the rich potential of their lives together.

WE BELIEVE that the TEACHER who guides children and parents together wins special PERSONAL VALUES:

1. Broadened professional insight through working closely with

parents as well as children and greater skill in leadership through group techniques that invite teamwork and leadership from others.

2. Ability to identify with parents in their twenty-four hour job of guiding children.

3. Increased understanding of the children of these parents.

4. Personal satisfaction because of close relationships with people and with community life.

WE BELIEVE that VALUES FOR EVERYBODY - children, parents, teachers and the community - are inherent in the convictions by which they live cooperatively.

1. Commitment to flexibility and change. We fail to educate if we look only to patterns of the past. Trust in change is the hope of mankind.

2. Acceptance of differences in people. Differences need not invite hostility, rather do they offer hopeful variety in solutions to group problems.

3. Joy in achievement to which all have contributed. Cooperation is the heartbeat of the parent cooperative nursery.

COOPERATION IS LOVE IN ACTION

The CREDO of Parent Cooperative Preschools International is based on Beth Stephenson's Credo published in The Parent Cooperative, 1960, and adopted by Parent Cooperative Preschools International in May 1975.

APPENDIX II

RUNNING A MEETING - THE CHAIRPERSON'S ROLE

Your initial group has already had some experience in running a meeting. You have put together an agenda and all of you know what you are talking about -- you know more than the people coming to the meeting, so you have the upper hand.

Allow plenty of time for questions and try to get each person attending the meetings to participate in some way. Try not to get bogged down on one discussion item by reminding the folks that there is still much to be covered on the agenda. It would be good to have printed copies of the agenda for each person with phone numbers of the leader and others in the initial group.

It is a good idea to conduct the meeting informally with a minimum of parliamentary procedures. However, if a controversy arises falling back on a formal procedure often helps people feel they are being treated fairly.

At the start of the meeting, have the secretary get an idea of how many families are represented. The Chairman can announce that if a vote is to be taken, that there will be one vote per family, to avoid conflict later on.

If you gulp at the thought of rules of order or parliamentary procedure, what follows is a set of simplified rules. There are inexpensive paper-back editions of Roberts' Rules of Order if you want more information.

Motions are made so the group can act on an idea or reach a decision. The member making the motion, after being recognized by the Chairperson, states it as clearly as possible:

> "I move that the name of this school be Community Preschool."

Another member seconds the motion. This may be done by literally shouting out the word without being recognized by the Chairperson!

The Secretary records the motion.

Once it has been seconded, the motion is open for discussion.

If a member wishes to amend the motion, this is the time to do so:

"I move to amend the motion by naming the school Community Cooperative Preschool."

Another member seconds the amendment. The amendment must be voted on before the original motion is voted on.

The member who made the motion or proposed the amendment has the right to ask that the motion be voted on after everyone present has spoken once by saying, "I call for the question."

The Chairperson cannot entertain a new motion until a decision has been made on the one "on the floor".

If during the discussion it becomes apparent that the motion is unsuitable, the person who introduced it may ask that it be withdrawn. If it is not withdrawn, it must be voted down before a substitute motion can be introduced.

Voting can be handled by a show of hands, calling out aye (yes) or nay (no). The Chairperson says, "All in favor, say aye." The secretary counts the responses. "All against, say nay." The secretary counts the responses. "All abstaining, raise their hands." Motions are usually approved (carried) by a simple majority of the voters.

If there are 16 voters, and six vote aye, five vote nay and five abstain, the motion still carries. Those abstaining are treated as if they are not even there! The Chairperson may reserve his or her vote in case a tie breaker is needed.

The results of the voting are recorded by the secretary: "motion passed unanimously" or "motion defeated".

APPENDIX III

ENROLLMENT FORM

1986 - ENROLLMENT FORM FOR _____
COOPERATIVE PRESCHOOL.

Surname _____ Name of Child _____ Nickname _____

Age in September: Years ____ Months ____ Date of Birth _____ Sex __

Address _____

_____ Phone _____

Mother's name _____ Occupation _____

Business Phone _____

Father's name _____ Occupation _____

Business Phone _____

Father's address if different from above _____

_____ Phone _____

Family physician _____ Phone _____

Hospital preference _____

Alternate person to call in case of emergency _____

Address _____ Phone _____

CHILD'S HEALTH

General health _____

Medical insurance plan _____ Effective date _____

Handicaps (eyes, ears, feet, etc.) _____

Allergies _____ Serious illness _____

Medications _____

continued...

Current immunization status: Measles_____Polio_____

TB Test_____Rubella_____DPT_____

PARENT'S HEALTH

General health_____TB Test_____

FAMILY

Adults in the home_____Pets_____

Other children_____Names and ages_____

Child's previous experience in a group

Any further information which will help the teacher get to know more quickly your child's fears, concerns, interests, habits and needs, kind of guidance and control methods child responds to:

WE ARE WILLING TO ADHERE TO THE RULES AS LAID DOWN BY THE CONSTITUTION AND BYLAWS AND RULES AND REGULATIONS OF THIS COOPERATIVE PRESCHOOL.

Mother_____

Date_____ Father_____

Please return this signed form with the registration fee of $_____

by_____.

FOR PARTICIPATION COMMITTEE

Name_____Phone_____

Special interests in the home from which a contribution might be made to the life of the preschool. Occupation or hobbies. Indicate Mother (M) Father (F).

continued...

Singing	Dancing
Hiking	Writing
Gardening	Sewing
Raising animals	Arts & Crafts
Musical instruments (list)	Photography
Cooking	Typing
Acting	Pottery
Woodworking	Knitting
Collecting	Piano
	Science

Customs and items of interest from other countries

Will you be able to drive for field trips? What days?

Have you ever served as an officer of an organization?

What capacity?

Other contributions we could make:

APPENDIX IV

TEACHER APPLICATION

Name_____

Address_____

Phone_____

Education:

Degress(s)_____

College or University_____

Major and date(s) completed_____

Other appropriate courses:

Employment Experience

Please list employer, dates, position, reason for leaving
Give name and address of two most recent employers.
Attach a resume if you have one.

Volunteer Experience:

Have you ever taught in a co-op preschool?

Profession References:

_____
Signed Date

APPENDIX V

EMPLOYMENT CONTRACT

This agreement is entered into by _____Cooperative Preschool and _____, employer and employee. It shall be a contract of employment for the year beginning _____and ending_____, subject to the constitution, bylaws, rules and regulations of this preschool and the following terms and conditions. This contract binds only the preschool and no officers or members of the school may be held personally liable thereunder.

Duties

The teacher will oversee the educational program of the co-op and teach the _____-year-old class. The number of children in each class will not exceed _____.

The teacher will hold individual conferences with parents during the year.

The teacher will attend all membership meetings, attend Board meetings unless there are discussions on personnel matters pertaining to him or her, and meet as necessary with the Board's representatives and Committee chairpersons.

The supervisor/director will attend, conduct and direct staff meetings and supervise the other teachers.

The teacher will attend membership interviews and visit each child in his or her own home prior to the beginning of school.

The teacher shall work with the Parent Education Committee to plan parent education programs for the members.

The teacher will be provided with _____ parent assistants for every _____ children per regular session and will guide and instruct these aides.

School Year

The preschool year shall begin September_____ and end June _____.

Salary

The salary for the term of this contract shall be $_____ per year. paid monthly on the _____ of each month. The salary covers

teaching during the school year plus time spent at meetings and interviews. Deductions will be made from the salary for income tax, social security and _____.

Hours

The school session shall be from _____ to _____, Monday thru Friday. The teacher shall be at school early enough to set up before the children arrive and remain to close up the school after they leave.

Parents will deliver children no earlier than _____. The teacher is not responsible for children on their way to or from the preschool. If a child is left after class, the teacher is responsible for him or her until the parent or alternate authorized adult can assume responsibility.

Holidays

Holidays shall correspond to those in effect in the local community public school. Paid holidays that fall on a school day will include New Years Day, Labor Day, Thanksgiving, Christmas and _____. There will be a Spring break of ____ days when school will be closed for clean-up.

Professional Leave

The employee shall be entitled to leave with pay for each of the following: _____ half days for attending workshops or professional meetings; _____ half days for observing other schools.

Other Leave

The employee shall be entitled to _____ half days of sick leave per year which may not be accumulated from year to year. He or she is also entitled to _____ half days of emergency leave, also non-cumulative. Additional compensated or non-compensated leave may be granted at the discretion of the Executive.

Benefits

The employee shall be entitled to the following additional benefits: Insurance (Health, Life);
Social Security;
Workers Compensation;
Tuition for early childhood courses

Additional Clauses

Termination

This agreement may be terminated by either party upon thirty

days written notice, provided a discussion has been held between contracting parties.

We, the undersigned, agree to the above conditions of this contract which will be reviewed and renewed annually.

President_____ Date_____

Teacher_____ Date_____

Witness_____ Date_____

APPENDIX VI

A SAMPLE BUDGET

INCOME

Registration fees (# of children x amount)
Monthly tuition (# of students x amount x # months)
Associate memberships
Subsidies
Donations
Loan

TOTAL INCOME _____

EXPENDITURES

Salaries
- Benefits (Social Security, Insurance, Workers Comp., etc.)
- Substitute teachers fund

Insurance
- Accident/liability/fire and theft
- Bonding treasurer

Housing
- Rent
- Utilities
- Custodial assistance

Printing and Postage
Communication
- Publicity
- Flyers, brochures, advertisements
- Newsletter
- Handbook

Association Dues
- Local/state/provincial co-op groups
- Teacher associations

Permanent Equipment
Expendable Supplies
- Food and snacks
- Paper goods
- Art supplies
- Cleaning supplies

Maintenance
Committees
- Parent Education
- Library
- Field trips
- Hospitality
- Other

Miscellaneous
Contingency or Operating Reserve

TOTAL EXPENDITURES _____

Total income and total expenditures must be equal numbers on a budget.

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APPENDIX VII

AN ORIENTATION PLAN

A good orientation program is important not only for gaining cooperation of all members of the co-op preschool but for continuity of the school.

FOR PROSPECTIVE MEMBERS

* At the initial enrollment interview
  - Outline school program and philosophy
  - Emphasize cooperation and responsibilities of belonging to a co-op

* Hold an open house while school is in session

FOR THE MEMBERSHIP

* Schedule a meeting before the fall program begins
  - Involve both new and returning parents, fathers and mothers, relatives who may act as substitutes
  - Have name tags
  - Meet at the school
  - Discuss the philosophy and goals
  - Cover expectations of parents
  - Explain what a co-op is and what benefits it provides
  - Clarify roles of teachers and parents
  - Describe organization of co-op; introduce officers, committee chairpersons, advisors, teachers
  - Distribute supplementary written materials
    - Handbook
    - Rules and Regulations
    - Constitution and Bylaws
    - Calendar at least for the first month
    - Suggestions for classroom participants: how to handle specific situations with children and other adults
  - Tour the whole school, including outdoor area and parking lot
  - Return for question and answer session
  - Serve refreshments and hold informal discussions

* Summer activities
  - Institute a "buddy" program for returning members to contact new members
  - Schedule a picnic for returning member "buddies" and new members
  - Hold morning coffees mixing returning and new member

ONGOING ORIENTATION

* Important for year-round co-ops
* For families entering during the year
* To maintain continuity

APPENDIX VIII

STATE CHILD CARE AGENCIES

For information on child care licensing in your state, contact office listed below.

ALABAMA

Supervisor of Child Caring
Institutions and Agencies
State Department of Pensions
and Security
64 N. Union Street
Montgomery, Alabama 36130

ALASKA

Department of health and
Social Service
Division of Social Services
Pouch H-05
Juneau, Alaska 99811

ARIZONA

Child Day Care Health Consultant
Arizona State Department of
Health
1624 W. Adams Street
Phoenix, Arizona 85007

ARKANSAS

Day Care Specialist
Department of Human Services
P. O. Box 1437
Little Rock, Arkansas 72203

CALIFORNIA

Department of Social Services
744 P. Street
Mail Station 19-50
Sacramenta, California 95814

COLORADO

State of Colorado
Department of Social Services
1515 Sherman Street
Denver, Colorado 80203

CONNECTICUT

Day Care Licensing
Connecticut State Department of
Health
79 Elm Street
Hartford, Connecticut 06115

DELAWARE

Chief, Day Care Licensing
Bureau of Child Development
P. O. Box 309
Wilmington, Delaware 19899

DISTRICT OF COLUMBIA

Department of Human Resources
Licensing Certification Division
1406 L Street, N.W.
Washington, D.C. 20005

FLORIDA

Department of Health and
Rehabilitative Services
1317 Winewood Boulevard
Tallahassee, Florida 32301

GEORGIA

Child Care Licensing Unit
618 Ponce De Leon Avenue
Atlanta, Georgia 30308

HAWAII

State Department of Social
Services and Housing
Day Care Licensing Unit
Public Welfare Division
1319 Miller Street
Honolulu, Hawaii 96813

IDAHO

Day Care Licensing
State of Idaho
Department of Health and Welfare
Statehouse
Boise, Idaho 83720

ILLINOIS

Day Care Licensing
Department of Children and Family Services
1 North Old State Capitol Plaza
Springfield, Illinois 62706

INDIANA

Day Care Supervisor
Indiana State Department of Public Welfare
141 S. Meridian Street, 6th floor
Indianapolis, Indiana 46225

IOWA

Day Care Supervisor
Department of Social Services
Lucas State Office Building
Des Moines, Iowa 50319

KANSAS

Day Care Supervisor
Department of Social and Rehabilitation Services
State Office Building
Topeka, Kansas 66612

KENTUCKY

Department of Human Resources
Bureau for Social Services
275 E. Main Street
Frankfort, Kentucky 40621

LOUISIANA

Department of Health and Human Resources
Office of Licensing and Regulation
Office of the Assistant Secretary
P. O. Box 3767
Baton Rouge, Louisiana 70821

MAINE

Department of Human Services
Statehouse
Augusta, Maine 04333

MARYLAND

Child Day Care Center Coordinator
State Department of Health and Mental Hygiene
201 W. Preston Street
Baltimore, Maryland 21201

MASSACHUSETTS

Office for Children
Director of Day Care Licensing
120 Boylston Street
Boston, Massachusetts 02116

MICHIGAN

Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

MINNESOTA

Department of Public Welfare
Licensing Division
Centennial Office Building
St. Paul, Minnesota 55155

MISSISSIPPI

Day Care Supervisor
Division of Family and Children's Services
P. O. Box 4321
Fondren Station
Jackson, Mississippi 39216

MISSOURI

Missouri Department of Social Services
Division of Family Services
Broadway State Office Building
P. O. Box 88
Jefferson City, Missouri 65103

MONTANA

Social and Rehabilitation Services
P. O. Box 4210
Helena, Montana 59601

NEBRASKA

Day Care Welfare Consultant
Department of Public Welfare
P. O. Box 95026
Lincoln, Nebraska 68509

NEVADA

State Department of Health
Department of Human Resources
505 E. King Street
Carson City, Nevada 89710

NEW HAMPSHIRE

Day Care Licensing
Division of Welfare
Concord, New Hampshire 03301

NEW JERSEY

Division of Youth and Family Services
Bureau of Licensing
1 S. Montgomery Street
#400
Trenton, New Jersey 08625

NEW MEXICO

Child Care Licensing
725 St. Michael's Drive
P. O. Box 968
Santa Fe, New Mexico 87503

NEW YORK

Division of Day Care
New York City Health Department
350 Broadway
New York, New York 10013

NORTH CAROLINA

Office of Child Day Care Licensing
Department of Social Services
P. O. Box 10157
Raleigh, North Carolina 27602

NORTH DAKOTA

Supervisor of Children and Family
Day Care Services
State Capitol Building
15th Floor
Bismarck, North Dakota 58501

OHIO

Department of Public Welfare
Division of Social Services
30 E. Broad Street
30th Floor
Columbus, Ohio 43215

OKLAHOMA

Children's Day Care Services
State Department of Public Welfare
P. O. Box 25352
Oklahoma City, Oklahoma 73125

OREGON

Department of Human Resources
Children's Service Division
198 Commercial Street, S.E.
Salem, Oregon 97310

PENNSYLVANIA

Licensing Supervisor
Children and Youth
1514 N. Second Street
Harrisburg, Pennsylvania 17102

PUERTO RICO

Puerto Rico Department of Social
Services
P. O. Box 11697
Santurce, Puerto Rico 00908

RHODE ISLAND

Department of Social and
Rehabilitative Services
Division of Community Services
Child Welfare
610 Mt. Pleasant
Providence, Rhode Island 02908

SOUTH CAROLINA

Department of Social Services
P. O. Box 1520
Columbia, South Carolina 29202

SOUTH DAKOTA

Department of Social Services
Illinois Street
Kneip Building
Pierre, South Dakota

TENNESSEE

Day Care Licensing
Department of Public Welfare
State Office Building
Nashville, Tennessee 37219

TEXAS

State Department of Public Welfare
105 W. Riverside Drive
Austin, Texas 78704

UTAH

Department of Social Services
Division of Family Service
150 W. North Temple,
Room 370
P. O. Box 2500
Salt Lake City, Utah 84110

VERMONT

Department of Social and
Rehabilitation Services
Licensing and Regulations Unit
State Office Building
Montpelier, Vermont 05602

VIRGIN ISLANDS

Department of Social Welfare
P. O. Box 539, Charlotte Amalie
St. Thomas, Virgin Islands 00801

VIRGINIA

Division of Licensing
8007 Discovery Drive
Richmond, Virginia 23288

WASHINGTON

Bureau of Children's Services
Licensing Program
Department of Social and
Health Services
Mail Stop OB-2, 41-D
Olympia, Washington 98504

WEST VIRGINIA

Day Care Unit
State Department of Welfare
1900 Washington Street E.
Charleston, West Virginia 25305

WISCONSIN

Department of Health and Social
Services
1 West Wilson Street
Room 384
Madison, Wisconsin 53702

WYOMING

Day Care Supervisor
Division of Public Assistance
State Office Building
Cheyenne, Wyoming 82002

OFFICIALS RESPONSIBLE FOR DAY CARE IN EACH PROVINCE

ALBERTA

Day Care Branch
Department of Social Services
and Community Health
5th Floor - 7th Street Plaza
10030 - 107th Street
Edmonton, Alberta
T5J 3E4

(403) 427-9915

MANITOBA

Child Day Care Program
Department of Health & Social
Development
267 Edmonton Street, 3rd Floor
Winnipeg, Manitoba
R3C 1S2

(204) 944-2668

NEW BRUNSWICK

Day Care Administrator
Community Placement Services
Department of Social Services
P. O. Box 6000
Fredericton, New Brunswick
E3B 5H1

(506) 453-3843

NORTHWEST TERRITORIES

Coordinator of Financial
Assistance
Department of Social Services
Government of Northwest
Territories
Bag 1320
Yellowknife, Northwest Territories
X1A 2L9

(403) 873-7160

BRITISH COLUMBIA

Provincial Child Care Facilities
Licensing Board
Ministry of Health
5th Floor, 1515 Blanshard Street
Victoria, B.C.
V8W 3C8

(604) 386-3166

NEWFOUNDLAND

Director of Day Care and
Homemaker Services
Department of Social Services
Confederation Building
St. John's, Newfoundland
A1C 5T7

(709) 737-3590

NOVA SCOTIA

Director of Day Care Services
Family & Child Welfare Division
Department of Social Services
P. O. Box 696
Halifax, Nova Scotia
B3J 2T7

(902) 424-3204

ONTARIO (Information on Policy)

Day Care Policy Advisor
Children's Policy Development
Children's Services Division
Ministry of Community & Social
Services
Hepburn Block, 3rd Floor
Toronto, Ontario
M7A 1E9

(416) 965-6237

ONTARIO (Information on Standards)

Coordinator of Day Nurseries
Standards
Project Management & Implementation
Planning Unit
Children's Services Division
Ministry of Community & Social
Services
700 Bay Street, 9th Floor
Toronto, Ontario
M7A 1E9

(416) 965-5422

QUEBEC

Presidente
Office des services de garge
a l'enfance
201, Place Charles Lemoyne
3e etage
Longueuil, Quebec
J4K 2T5

(614) 670-0920

YUKON

Day Care Services Board
Department of Health &
Human Resources
Government of Yukon
P. O. Box 2703
Whitehorse, Yukon
Y1A 2C6

(403) 667-5674

SASKATCHEWAN

Day Care Branch
Department of Social Services
1920 Broad Street
Chateau Tower
Regina, Saskatchewan
S4P 2Y3

(306) 565-3855

CANADA

Mr. Howard Clifford
Director, Day Care
Department of National Health
& Welfare
Tunney's Pasture
Ottawa, Ontario
K1A 1B4

(613) 992-2133

APPENDIX IX

COUNCILS

C A N A D I A N

BRITISH COLUMBIA (DISTRICT #7)

Council of Parent Participation Preschools in British Columbia
#5 7673 Sixth Street
Burnaby, B.C. V3N 3M8

Vancouver Island Cooperative Preschool Association
P.O. Box 5211 Station "B"
Victoria, B.C. V8R 6N4
PRESIDENT: Pat Dykes (604) 658-1134

North Shore Branch of the Council of Parent Participation Preschools in British Columbia
c/o Mrs. Jane Kemp
2231 Kings Avenue
West Vancouver, B.C. V7V 2C1

ONTARIO (DISTRICT #5)

Committee of Councils of Parent Participation Schools of Ontario
30-32 Green Valley Drive
Kitchener, Ontario N2P 1G8
PRESIDENT: Jan Hayward

Association of Parent Participating Schools for London and District
481 Queens Avenue #6
London, Ontario N6B 1Y3
PRESIDENT: Debbie Hlodan (519) 439-6751

Ottawa Valley Co-op Preschools Association
1470 Raven Avenue
Ottawa, Ontario K1Z 7Y7
PRESIDENT: Gwenne Goodlet (613) 825-4284

Toronto and District Council of Parent Cooperative Preschool Corp.
739 Ellesmere Road
Scarborough, Ontario M1P 2W1
PRESIDENT: Ruth Hill (416) 759-2582

QUEBEC (DISTRICT #1)

Quebec Council of Parent Participation Preschools
20551 Lakeshore Drive
Baie d'Urfe, Quebec H9X 1R3
PRESIDENT: Sandy Lavoie (514) 457-3291

U N I T E D S T A T E S

ARIZONA (DISTRICT #10)

Arizona Council of Parent Participation Schools
5524 E. LaFayette Blvd.
Phoenix, Arizona 85018
PRESIDENT: Donna Elder (602) 948-5421

CALIFORNIA (DISTRICT #9)

California Council of Parent Participation Nursery Schools
341 San Gabriel Ct.
Sierra Madre, California 91024
PRESIDENT: Susanne Koon (818) 371-9585 (818) 358-3648

East Bay Council
2020 Vivian Street
Castro Valley, California 94546
PRESIDENT: Danielle Addis

Sacramento Valley Council of Parent Participation Nursery Schools, Inc.
c/o Barbara Pearce
817 Morning Glory Street
W. Sacramento, California 95691 (916) 371-4773 (916) 371-1114

San Mateo Council of Parent Participation Nursery Schools
c/o Eleanor Fraser
1342 6th Avenue
Belmont, California 94002

Santa Clara Valley Council of Parent Participation Nursery Schools, Inc.
c/o Bobbie Canter, President
1038 Nottingham Place
San Jose, California 95117 (408) 984-6705

South Bay Council of C.C.P.P.N.S.
c/o Nikki Collier
1826 Santa Rena
San Pearo, California 90732

San Joaquin Council
c/o Elaine Serabian
6701 Sly Lane
Bakersfield, California 93309

San Gabriel Council
c/o Kim Weleba
2655 Mayflower
Arcadia, California 91006

San Fernando Council
c/o Susanne Koon
341 San Gabriel Ct.
Sierra Madre, California 91024

Orange County Council
c/o Susan King
12708 Tanfield
La Mirada, California 90638

Long Beach Council
c/o Kris Griffin
12151 Cherry
Los Alamitos, California 90721

Los Angeles Council
c/o Ana Rosa Krotser
1612 Angeles Avenue
Los Angeles, California 90026

Redwood Council
c/o Bea Harris
P.O. Box 7346
Santa Rosa, California 95407

Marin Council
c/o Trudie Behr-Scott
P.O. Box 381
Pt. Reyes Station, California 94956

Diablo Valley Council
c/o Ellin McCord
185 Richard Place
Vacaville, California 95688

Central California Regional Council
c/o Chris Nimenik
942 Harrison
Fresno, California 93728

FLORIDA (DISTRICT #4)

Florida Council of Parent Cooperative Preschools
c/o Deborah Martin, President
9620 SW 72 Ct.
Miami, Florida 33156 (305) 666-8286

Cheri Morehead, Membership Chair
20600 Dothan Road
Miami, Florida 33189 255-0908

INDIANA (DISTRICT #6)

Indianapolis Council of Preschool Cooperatives, Inc.
c/o Marion Richardson
5367 Graceland Avenue
Indianapolis, IN 46208

MARYLAND (DISTRICT #3)

Maryland Council of Parent Participation Nursery Schools
120 Westway, Apt. T-1
Greenbelt, Maryland 20770
PRESIDENT: Jackie Krugen (301) 345-6599

MICHIGAN (DISTRICT #6)

Flint Area Parent Child Nurseries
c/o Dorothy Komarmy
1663 Miller
Flint, Michigan 48403 (313) 767-6781

Michigan Council of Cooperative Nurseries
P.O. Box 1734
East Lansing, Michigan 48823

Mid-Michigan Council of Cooperative Nurseries
3941 Kens Lane
Midland, Michigan 48640
PRESIDENT: Jan Tallmadge

Central Michigan Council of Cooperative Preschools
c/o Nancy Bieber
604 Chilson Avenue
Lansing, Michigan 48906

OHIO (DISTRICT #6)

Northeast Ohio Council of Cooperative Preschools
c/o Donita Singerman, President
3259 Avalon
Shaker Heights, Ohio 44120

OREGON (DISTRICT #8)

Parent Child Preschools of Oregon
P.O. Box 1455
Tualatin, Oregon 97062 (503) 692-1593

WASHINGTON (DISTRICT #8)

Organization for Parent Education in Washington State (OPEW)
c/o Maureen Freeman, Sec.
946 N. Adler
Tacoma, Washington 98406

Lower Columbia College
c/o Michael Strayer
Box 68
Longview, Washington 98632

Fort Steilacoom Community College - Eastern Extension
9404 - 112th Street East
Puyallup, Washington 98373

(Council addresses and presidents change over a period of time.
This information is correct at the time of printing--1986)

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PARENT COOPERATIVE COUNCILS

LEADERSHIP DEVELOPMENT - A FACILITATOR'S HANDBOOK

HOW TO START A CO-OP

HEALTH & SAFETY IN THE PRESCHOOL

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- WHAT IS COOPERATIVE PRESCHOOL?
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  - (PART 2 - PARENTS' ROLE IN A COOPERATIVE PRESCHOOL)